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## **A Study of the In-Service Training of the Bowie County Negro Elementary Teachers**

Ethel Blakely Pollard

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**A STUDY OF THE IN-SERVICE TRAINING OF THE BOWIE  
COUNTY NEGRO ELEMENTARY TEACHERS**

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**POLLARD**

**1953**



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A STUDY OF THE IN-SERVICE TRAINING OF THE BOWIE  
COUNTY NEGRO ELEMENTARY TEACHERS

By

Ethel Blakely Pollard

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of

Master of Science

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College

Prairie View, Texas

August, 1953

APPROVED:

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Signature

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Elem. Ed.



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E. B. P.

To

J. A. Pollard,  
my husband



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## CHAPTER I

### INTRODUCTION

Bowie County<sup>1</sup> is located in the extreme North East corner of the state. It was created from Red River County in 1840. Its highly diversified economy is based on its industries, crops, livestock, and the maintenance by the government of the Red River Arsenal.

The surface is rolling to hilly sloping to Red River on the north and Sulphur River on the south. Sandy and clay soil is found on the upland and rich alluvial in the bottoms. Timbered country spotted with farm clearings provides commercial timber and many acres of truck farming. The rich alluvial bottom land produces the abundant crops of cotton and many plantations are found in this section. Crops, other than cotton, are corn, tomatoes, soy beans, hay, oats, sweet potatoes, peanuts, melons, rice, crimson clover, and hybrid corn. Much attention is given to beef cattle raising, also, dairying and hogs.

Boston, with a population of 100 is the county seat; Texarkana, with a population of 24,637 in Texas, and 40,490 including her sister city in Miller County, Arkansas, is situated across the state line and has a

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<sup>1</sup>Texas Almanac, Dallas Morning News, Dallas, Texas, 1952-1953.



wide trade area in Texas, Arkansas, Oklahoma and Louisiana.

Red River Arsenal (largest in the U. S. A.) covers a large area West of Texarkana. This plant was in full operation during 1950-51, being a big World War II ordinance plant. More than a hundred manufacturing operations are carried on in the county including foods, caskets, furniture, vegetable crates, mattresses, clay and tile products, lumber mills, cotton seed mills, creosoted timber, rail tank cars, concrete blocks, toys, trailers, and pottery.

There are seven elementary schools, and six combination high and elementary schools with eighty-eight teachers. The population is about half urban and half rural, with 25 per cent Negro.

Bowie County, with its many opportunities for better living economically, presents many problems concerning educational growth and development.

The school, the home, and the church must assume the responsibility of preparing the youth of today to be able to adjust himself to the changing conditions as he faces it and tomorrow's responsibility. It has been well said and generally accepted that children of today will be the men and women of tomorrow; therefore, the future upon how well these three agencies do their jobs, and the job of the school depends upon the alertness, the recep-



tive mind, to the changing and increasing demands made upon them by society.

Due to the growth of the school population, the rapid changes in both social and economic condition, the constant changing home, and family life, and the ever increasing knowledge of child growth and development, raise the question as to more of our needs or what is best for our children? One of the answers is the best prepared, most efficient, openminded, skillful teachers that can be secured; teachers who are not only willing, but who are aggressive in the desires to keep abreast of the change of time and of the constantly changing attitudes and needs of the times. It is not to be forgotten that the effectiveness of schools depends upon the inherent capacities and abilities of the children, upon the curricula and the books, upon buildings and other equipment; however, much depends to a very great extent upon the teachers. The importance of well trained teachers cannot be overestimated, and to quote the National Commission on Teacher Education:

It is they who develop and man the curricula, who select employ and interpret the books, maps, movies, recordings and other aids to instruction. Above all it is they who day in and day out, year in and year out, influence by their conduct and example, the thoughts and behavior of America's boys and girls. And as these



boys and girls extend the average period of their school and college attendance, the power of the teachers, for good or evil steadily mounts.<sup>1</sup>

The commission leaves no doubt of the fact that it is the quality of the teacher that counts most. If they are not intelligent, not skilled and informed, and not devoted to their own profession, the nation as well as the children suffer. Of the type and quality of teachers needed in our schools the Commission said:

The nation needs teachers who are superbly fitted to their important task. It needs teachers who respect personality, who are community minded, who act reasonably, who know how to work co-operatively with others. It needs teachers whose native gifts have been developed through sound, general and professional education, whose knowledge is accurate, extensive and increasing. It needs teachers who like and are liked by children, who understand how children grow and develop, who know how to guide learning and meditate knowledge affectively. It needs teachers who live in the world as well as in the school and classroom, who function as good democratic citizens in all these situations. And it needs teachers who love their work, who are skillful in evaluating for themselves how effective they are in discharging their duties, and who are continually increasing their status as persons, citizens and professional workers.<sup>2</sup>

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<sup>1</sup>Commission on Teacher Education, The Improvement of Teacher Education, Washington, D. C.: American Council on Education, 1946, p. 246.

<sup>2</sup>Ibid., p. 247.



Those responsible for the administration cannot sit back and rely upon nature to stock our school with "natural-born teachers," nor can they depend upon teacher-training institutions to supply teachers all of the calibre above. They can and must assist teachers in measuring up to the standards as set forth by the Commission by initiating and actively supporting one of the best teacher-improvement tools, the In-Service Education Program.

One of the important phases in the development of the educational program faced by administrators today is the institution of In-Service training for teachers. Rather than worry about inadequate pre-school training, new developments in teaching, or changing conditions in society administrators become cognizant of the fact that on the job training of teachers is as important as that of any other profession.

#### Statement of the Problem

Bowie County, being in the line of thinking with others, progressive counties have instituted in-service training for its teachers. How much progress and how effective this training has been can only be determined by a criteria for measuring such professional training. In the light of such a criteria, the writer presents this



study, The Evaluation of the In-Service Training of the Bowie County Negro Elementary Teachers.

Many of the progressive schools of the state have in-service training for the teachers. Some have made extensive progress as the result of the program. Three schools of the state have standing recognition because of the in-service training provided for the teachers, namely: Dallas, Austin and Port Arthur. These school systems were listed in Schools at Work in Forty-Eight States,<sup>3</sup>

#### Scope of Problem

This study is not concerned with the in-service training of teachers of other cities or counties of the state, but will include only the teachers employed by Bowie County Common and Independent School Districts. The Texarkana Independent School District is being omitted because of its independent supervisory program.

Comparison will be made of the Bowie County in-service training with modern in-service teachers' evaluations of other progressive localities.

Mehl, Mills and Douglas<sup>4</sup> give the following implications for evaluation:

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<sup>3</sup>Federal Security Agency, Schools at Work in Forty-Eight States, Bulletin, No. 13, 1952.

<sup>4</sup>Marie A. Mehl, Hubert H. Mills and Harl L. Douglas, Teaching in the Elementary Schools, pp. 461-66.

1. Inadequacy of pre-service education.
2. New developments in teaching.
3. Changing conditions in society.
4. Changing status of youths.
5. Emerging concepts of education.
6. Growth imperative for all living organisms.
7. Need for growth existent in teaching situations.
8. New concepts of child nature and growth.

As the result of a discussion of this subject at a regular class period, the writer became interested in securing additional information through further study. A plan was formulated and executed in the following manner:

#### Method of Procedure

Information and data were obtained from three sources:

1. A review of general literature on the subject of in-service training, the types of activities which generally comprise such training, and the activities considered most effective.
2. A review of an unpublished thesis that has been made on in-service training including the study on "The Study of



In-Service Training of the Negro Teachers of Cherokee County, Texas," by Ledbetter, University of Colorado.

3. The data obtained from the questionnaire which was sent to the 88 teachers of Bowie County Elementary Schools.
4. A survey of cities of the state that has instituted in-service training.

The information and data plus the critical evaluation are organized into five chapters.

Chapter I includes the introduction, the statement of the problem, scope of the problem, implications for evaluation, method of procedure, and review of related literature.

Chapter II is concerned with the trends in teacher evaluation.

Chapter III covers analysis and interpretation of data.

Chapter IV-- Summary and recommendations.

Chapter V-- Bibliography.

The importance of the study may be clearly defined by establishing the fact that the school is the basic agency set up by society to assist in the development of children and of youth. The rapidly changing character of our society today and the increasing demands made upon those who serve it, necessitate rapid adjustment of concepts. Their procedures and practices, as well as their



curricula, must be flexible enough to cope with these changes, and there is no greater median through which the teaching profession can achieve these ends, than through a meaningful, purposeful in-service education program.

### Review of Related Literature

In a Pennsylvania conference on In-Service Education this comprehensive definition of the term was given:

In-service education is any activity which enables or equips a teacher to do a better job. Broadly conceived, professional growth may be the results of activity or experiences initiated by the teachers, the supervisory staff, by the public, by any combination of these, and by miscellaneous forces.<sup>5</sup>

The ultimate objective of the in-service program is to improve the learning situation. In the summary of the findings of group five of the New Hampshire conference of the Commission on Teacher Education, M. C. Cunningham, states:

Of prime concern in a program for in-service growth is that learning and the

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<sup>5</sup>Commission on Teacher Education and Professional Standards, Proceedings of the First Annual Conference, Harrisburg, Pennsylvania: Educational Association, 1948, p. 13.



learning situation may be improved. Too many in-service programs have as their major objective, the improvement of sub-standard teachers, rather than to provide a program for all interested persons in the improvement of the educative process. In-service education as here defined is not pointed to sub-standard teachers exclusively. It is designed for all persons concerned, in order to move toward the goal of better learning.<sup>6</sup>

In-service programs serve as a stimulant that encourage teachers to aspire toward greater competence and to surpass their own previous efforts and achievements.

Furthermore, preparation in service is essential because teacher efficiency cannot remain static. Knowledge of teaching, like that of any other profession is progressing rapidly. Educational theories are constantly bringing forward new methods and new techniques, and are making us more familiar with that most baffling thing in the world--the human mind. The teacher must be familiar with such discoveries if he expects to keep abreast of the profession.

A teacher, once prepared, is not always prepared. The best education is likely to become obsolete, unless the teacher makes constant improvement. A teacher who may have graduated from a first rate teacher preparing

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<sup>6</sup>Ibid.



institute only a few years ago, could not be called a well prepared teacher today unless he has taken some steps to keep informed of the progress which has been constantly made in the profession. Persons who have been out of the profession only a few years, upon re-entering it, find that they are "the back numbers." To get up-to-date, they must spend large amounts of their time in ascertaining what has happened during their absences.<sup>7</sup>

Once thought of as being supplementary to and not essential to the preparation of a competent teacher, in-service training is now viewed as a vital part of the equipment of an efficient teacher. It involves the understanding of the goals of education and the adaptation of the skills so as to realize these goals. The teacher who grows in service develops and uses, appraises, and revises, discards and replaces materials and teaching techniques according to the immediate needs of his pupils. But how is the average teacher to be able to do this if he does not continue his growth in service?<sup>8</sup>

Speaking of the needs of in-service growth, Whitney, former director of education research at Colorado State Teachers' College, finds:

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<sup>7</sup>Patterson, op. cit., p. 18.

<sup>8</sup>Ward G. Reeder, The Fundamentals of High School Administration, New York: The Macmillan Company, 1941, p. 341.



Our public school teachers are like other workers in that they begin the process of development during the period given over specifically to preparation. This development must be continuous in order that approximately levels of skill may be maintained while in service. It is a very important duty of the superintendent of schools to organize all available agencies for teachers' improvement under his control both within and without the system, so that this corps may show constant growth. No teacher remains static in professional attitudes and skills. The superintendent must exert leadership for a steady movement toward ultimate standards of teaching efficiency.<sup>9</sup>

Whitney sees in-service training as a part of the necessary equipment of any teacher. He said:

If any useful level of efficiency is to be maintained in any field of human endeavor, continuation of training must be constant during the years of service after initial preparation.

A survey of the attitudes of other professional educators reveals that all view the in-service education of teachers as beneficial and essential to their increased and continued competence. McNery says, "The teaching profession will advance only as long as the teacher continues to advance." He sees a great need for teacher in-service growth as preparation for teaching is a process

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<sup>9</sup>Frederick Lawson Whitney, The Growth of Teachers in Service, New York: The Century Company, 1927, pp. 22-23.



that is never finished. Life is constantly changing and the teachers must change through growth in order to direct the educational process so that it is meaningful to youth.<sup>10</sup>

Douglas and Grider likewise think of in-service training as essential. They view college graduation as an important milestone in one's preparation for a career in teaching and not as a terminal goal. The art and science of education are so difficult and complex that after 40 years of career work, one can still not claim to have mastered them. New developments and procedures continually challenge the alert and professional minded persons.<sup>11</sup>

Woods, University of Oregon, feels that no one can reasonably deny the importance and the necessity for continuous growth in education, and for the development of the competencies required for good teaching. Woods comments:

The ability to teach can not be acquired apart from the classroom situation, much of it is gained through actual experience in the classroom. Thus a continuous program of

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<sup>10</sup>Chester McNery, Educational Supervision, New York: McGraw-Hill Book Company, 1951, p. 297.

<sup>11</sup>Harl R. Douglas and Calvin Grider, American Public Education, New York: The Ronald Press Company, 1948, p. 405.



in-service training becomes an inherent part of the teacher's professional life.<sup>12</sup>

Misner sees an ever increasing need for in-service education. He writes:

The days in which we live present the schools with new and continuously changing responsibilities. The ink is scarcely dry on the teacher's professional diploma before the achievement it symbolizes has become obsolete. Teachers who are failing to grow on the job, whatever the extent of their experience, cannot be expected to serve adequately the needs of tomorrow's citizens.<sup>13</sup>

Caswell criticizes the traditional pattern of in-service education, the summer school and institutions which persist in a pattern of supplementary or remedial instruction. Summer school courses leading to degrees or certification are types of in-service education which he says neither economize nor deal with in-service problems. Neither does he approve of the traditional concern of the old program with professional growth and skill rather than with the all around growth of teachers. He

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<sup>12</sup>Hugh B. Woods, "In-Service Education of Teachers on Evaluation," Journal of Teachers' Education, Vol. I, March, 1950, p. 52.

<sup>13</sup>Paul J. Misner, "In-Service Education of Teachers on Evaluation," Journal of Teacher Education, Vol. II, December, 1951, p. 243.



feels that the low level of training of the present teaching force of the nation, the rapid turn over of teachers' new developments in educational philosophy and science, and the rapid change in the curriculum call for an in-service educational program, which will emphasize the discovery and clarification of problems and needs, and the development of plans as a major phase of the enterprise in which all educational workers should participate.<sup>14</sup>

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<sup>14</sup>Hollis Caswell, "In-Service Education Looking Forward," Educational Methods, Vol. 19. February, 1940, p. 263.

## CHAPTER II

## TRENDS IN TEACHER APPRAISAL

Trends in Teacher Study begin with the Institutions of Higher Learning from which the teachers secure their pre-service education. These institutions, the senior and junior colleges, must provide the type of education that will produce the best prepared teachers.

## Criteria for Approval of Institution

The general laws of the institution as manifested in its governing, administration, instructional and student life policies and practices, should clearly identify it as an appropriate institution for conducting graduate level programs. The four years undergraduate teacher-education program of the institution shall have operated for two years immediately preceeding the date of the establishment of the graduate program as an approval with full recognition by the Texas Education Agency (State Department of Education).

The institution shall present the following evidences that it is using materials and facilities for graduate study in teacher education and well in excess of undergraduate standards.<sup>1</sup>

1. A fully enriched library.

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<sup>1</sup>Association of Colleges for Teacher Education. Revised Standards and Policies for Accrediting Colleges for Teacher Education in America, Atlanta, Georgia, 1952, pp. 8-12.



2. An adequate supply of classroom and instructional aids.
3. A well developed system of laboratories.

The training, experience, and developments of the college staff are important items in studying an institution. The head or chairman of departments should have the Doctorate, or at least an equivalent to a Master's Degree in their respective fields, and graduate training of high quality should be expected of all staff members, members of the faculty should:

1. Be emotionally stable.
2. Reflect high ideals through his behavior.
3. Hold fair minded attitudes on controversial areas.
4. Show an active interest in continued growth.
5. Regard himself as primarily a college teacher (rather than a subject matter specialist).
6. Take a broad rather than departmental view of educational problem.
7. Is democratic, tolerant and helpful in his relations with students.
8. Has an enthusiasm for teaching that inspires students to want to teach.
9. Has demonstrated skill in methods of instructions appropriate to his field.
10. Leads students to take responsibility for planning and checking their own progress.
11. Inspires students to think for themselves and to express their own ideas freely.
12. Organizes materials and prepares carefully for each meeting with a class.



13. Understands the problems most often met by college students.

Faculty members of a college for teacher education have special responsibilities beyond the possession of scholarly attainment and a high degree of competency in their special area of professional service.

The training and experience of the members of the faculty of the Junior College are important items in the evaluation of the Junior College.<sup>2</sup>

The faculty members should have the background and knowledge of the Junior College afforded by graduate courses, workshops, and seminars in the special fields of the Junior College, its history, basic philosophy, special problems and methods.

The college should have a program of in-service training for its faculty members. Included in this training should be a study of the nature, history and basic philosophy of the Junior College.

The Junior College instructor of academic subjects shall have the Master's Degree or an equivalent Degree and the courses taught by the instructor shall be in the field of specialization, which provide students with opportunity to:

- a. to study and observe children in learning situations
- b. to study and observe school community relationships in actual school community setting
- c. a well define program of guidance which includes provisions for the selective admission of retention, counsel, placement and follow up of students.
- d. a college plant sufficient in plant and scope to house a graduate program.

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<sup>2</sup>Ibid., pp. 14-16.



## Trends for In-Service Teacher Appraisal

As soon as one begins a study of the in-service training of teachers it becomes apparent that there is no official set of rules or criteria by which the study can be made. One must rely on recent trends or similar instruments for determining the results.

A study by Hockett reveals sixteen major trends in Elementary Education for Teachers:

1. Better understanding of children, their physical, mental, social, emotional and moral growth and development.
2. Increased emphasis on the development of habits and attitudes appropriate to democracy.
3. Increased recognition of the importance of maturation and readiness in reading.
4. Use of greater variety of more effective curriculum materials--audio-visual aids and others.
5. Improved recognition of, and provisions for, individual differences including
  - a. handicapped pupils
  - b. gifted pupils
  - c. retarded pupils.
6. Organization of the curriculum into large blocks, units or, are as requiring selection, emphasis, and further organization by the teacher as he guides the experiences of the pupils.
7. Increased opportunity for pupils to give expressions to the concepts and insights they are acquiring.
8. Improved understanding the community and wider use of community resources.



9. Greater emphasis on participation in activities rather than merely learning to verbalize about activities.
10. Increased provision for mental health of pupils and teachers.
11. Emphasis on completeness of experience of pupils, through their participation of purposing, planning and evaluating their activities.
12. Greater effort to secure co-operation of the home in achieving desirable objectives for the child.
13. Improved means for evaluating the needs and achievements of the pupils.
14. Increased emphasis on intercultural education.
15. Increased emphasis on conservation education.
16. Increased emphasis on camping education.<sup>3</sup>

In a static culture the education of teachers is a comparatively simple task. In a dynamic, rapidly changing society, teacher education becomes a never-ending responsibility. As community needs change, as new problems arise at the county, state, national, and international levels, educational practices must be revised.

Experience has demonstrated that effective in-service teacher education programs develop when principles such as the following govern the programs:

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<sup>3</sup>John A. Hockett, Teacher Education and Trends in the Elementary Curriculum, The Association for Student Teaching, p. 19.



1. Real problems existing in local units should provide the starting point for study and action.
2. Responsibility for initiating and planning in-service education activities should rest primarily with local school personnel.
3. In-service education activities should be recognized as an integral part of the school program with respect to scheduling, teacher load, and budgeting of funds.
4. The in-service education activities which are planned should support the over-all Philosophy and aims of the school.
5. In-service education activities should contribute to the unity of the total program of the school and to the optimum growth and development of children.
6. Provisions should be made for continuous evaluation of the total program.
7. Potential leaders should be discovered and developed.
8. Participants should be expected to strive for and to achieve high standards of quality in all work which is a part of the in-service teacher education program.<sup>4</sup>

Patterson lists some of the factors to be considered in the evaluation of a teacher:<sup>5</sup>

- A. How does the teacher's physique and bearing impress you and others?

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<sup>4</sup>Education of Elementary School Personnel, Atlanta, Georgia, June, 1951.

<sup>5</sup>Allen D. Patterson, Factors to be Considered in Teacher Evaluation, State Teachers' College Association Teacher Training, Lock Home, Pennsylvania, 1952, pp. 16-17.

1. Unusually attractive.
  2. Makes a satisfactory impression.
  3. Arouses avoidance or repulsion.
- B. How are you and others impressed by the teacher's voice?
1. Voice is highly pleasing in quality and pitch.
  2. Attracts favorable comment and attention.
  3. Voice becomes monotonous.
- C. How does this teacher adapt to new and different situations or emergencies that arise in the classroom or school?
1. Anticipates needed modification.
  2. Shows good sense of values in new or unusual situations.
  3. Decides slowly.
  4. Easily floored.
- D. Does this teacher, by his acts, show awareness of responsibilities and consistency in meeting obligations?
1. Markedly consistent and prompt in discharging all obligations.
  2. Recognizes responsibilities and makes intelligent preparation to meet them.
  3. Recognizes responsibilities and does nothing about them.



4. Somewhat inclined to shift responsibilities.
  5. Fails to meet responsibilities on time.
- E. To what extent is the teacher able and willing to co-operate with co-workers in school?
1. Works wholeheartedly and effectively with others for common school objective.
  2. Occasionally takes initiative in trying to improve relations with others.
  3. A solo worker.
  4. Tries to get the easiest jobs.
- F. How does this teacher accept and act upon criticism of his work?
1. Invites constructive criticism.
  2. Accepts criticism well.
  3. Inclined to be hurt by criticism.
  4. Resents, or is discouraged by criticism.
- G. To what extent does the personal conduct of this teacher indicate a balance and mature sense of values desirable in one dealing with children and working with parents and adults.
1. Conduct and attitudes indicate mature and critical personal values.
  2. Conduct based on positive principles of action.
  3. Conduct indicates an immature level of aspiration.

4. Moral behavior and conduct sometimes questionable for one dealing with children.

H. How effective is this teacher in developing teacher-pupil and inter-pupil relationships that create a wholesome classroom atmosphere?

1. Pupil and teacher co-operate in setting work goals and determining activity steps.
2. Pupils respond readily to suggestions and directions but there is lack of opportunity for group or individual self direction or purpose.
3. Secure obedience by demanding it.
4. Pupils often ignore or show disrespect.

I. To what extent does this teacher's interest and understanding in students as persons stimulate wholesome response on the part of class members?

1. Genuine and vital interests in students as persons stimulates wholehearted responses, mental and physical alertness.
2. Unanimated concern for routine makes for listless students who conform dully.
3. Apathetic disregard for pupil purposes leads students to ignore teacher, because noisy, careless, and unco-operative.



The in-service activity most often engaged in, from the data of the survey of the twenty-six school districts:

An attempt has been made here to present the criteria by which teacher-training institutions are approved by the American Association of Colleges for Teacher Education; to point out the sixteen major trends in elementary education and to list some of the factors to be considered in study of in-service teachers. With the foregoing information in mind, the writer drew up a simplified form to be distributed among teachers in twenty-six Texas Public School Systems, for the purposes of determining the type of extent of in-service programs being sponsored.

The following school systems were participants in the survey:

- |                   |                  |
|-------------------|------------------|
| 1. Abilene        | 10. El Paso      |
| 2. Amarillo       | 11. Ft. Worth    |
| 3. Austin         | 12. Galveston    |
| 4. Beaumont       | 13. Greenville   |
| 5. Brenham        | 14. Houston      |
| 6. Bryan          | 15. Huntsville   |
| 7. Corpus Christi | 16. Jacksonville |
| 8. Corsicana      | 17. Lubbock      |
| 9. Dallas         | 18. Marlin       |

19. Nacogdoches	23. San Antonio
20. Marshall	24. San Angelo
21. Paris	25. Tyler
22. Port Arthur	26. Waco

### Number of Teachers Continuing in Summer and Extension Schools

Information taken from the questionnaire reveals that there is a continued interest in professional growth on the part of the teachers in the twenty-six Negro elementary schools in Bowie County. Out of the fifty questionnaires of the responding schools, it is reported that three or six per cent attended extension schools. Eighteen or thirty six per cent attended summer school. The total who continued their training in extension or summer schools is twenty-one or forty-two per cent of the total number.

The writer believes that this is an indication that new ideas, methods and practices in education may have been tapped by one or more teachers in each of the responding schools.

### Attitudes of Teachers Toward In-Service Education

Different teachers have different outlooks on in-service training because of the variety of needs of these teachers. Some teachers are reluctant to bring their



problems to faculty meetings or even mention them in any way because of the fear of being criticized or being classed as incompetent. These teachers would naturally build up a dislike for almost any form of in-service training.

Dynamic leadership can change the attitude of these teachers and have them understand that growth takes place in proportion as they accept the availability of sources for problem solving.

Data taken from Table I show that all teachers in Bowie County Elementary schools who returned the questionnaires participated in teachers' meetings and workshops. The next highest is group excursions which is 60 per cent of the number of teachers. Forty per cent reported that they participated in demonstration centers. Only 8 per cent participated in the orientation of new teachers. As to membership, 100 per cent reported membership in the State Teachers' Association, also in the Local Teachers Association, while only 12 per cent reported that they were members of the National Teachers Association. Relative to general readings, 100 per cent reported reading Daily newspapers, international and national news, also local papers; while 95 per cent reported reading monthly periodicals, and 12 per cent reported reading novels.

From data shown above, it appears to the writer that



there is an unbalanced interest in the in-service activities of teachers of Bowie County.

In order to compare the in-service activities of Bowie County with activities that are being carried on in other school systems of Texas the following table shows the results of a survey that was made of activities engaged in by fifty Bowie County Teachers.

TABLE I

IN-SERVICE TEACHER TRAINING ACTIVITIES ENGAGED IN BY FIFTY  
BOWIE COUNTY TEACHERS

	Number of Teachers	Per Cent
1. Teachers' Meetings	50	100
2. Workshop	50	100
3. Group Excursion	30	60
4. Orientation of new teachers	4	8
5. Co-operative In-Service Training	0	0
6. Study Group	0	0
7. Curriculum Committee	0	0
8. Demonstration Centers	20	40
9. Planned Visitation and Observation	0	0
10. Study Clinics	0	0
11. Teacher Councils	0	0
Membership in Professional Organization		
a. State Teachers Association	50	100
b. Local Teachers Association	50	100
c. National Education Association	6	12
General Reading		
a. Daily Newspaper, National and Internat'l	50	100
b. Local Newspapers	50	100
c. Monthly periodicals	47	95
d. Current problems	15	30
e. Short Articles or Digest	13	26
f. Historical, scientific or cultural subj.	11	22
g. Classics	6	12
h. Novels	6	12



Attention is also being called to the in-service activities engaged in by teachers working in twenty-six progressive school systems.

TABLE II

IN-SERVICE TEACHER TRAINING ACTIVITIES ENGAGED IN BY  
TWENTY-SIX PROGRESSIVE SCHOOL SYSTEMS IN  
TEXAS AND THE EXTENT ENGAGED

	Number of Teachers	Per Cent
1. Teachers' Meetings	13	100
2. Workshops	11	88
3. Group Excursions	11	88
4. Orientation of new teachers	9	69
5. Co-operative In-Service Training	11	88
6. Study Group	0	0
7. Curriculum Committee	0	0
8. Demonstration Center	5	38
9. Study Clinics	5	38
10. Planned Visitation and Observation	10	76
11. Teacher Councils	7	53
Membership in Professional Organization		
a. State Teachers Association	12	96
b. Local Teachers Association	13	100
c. National Education Association	10	77
General Reading		
a. Daily Newspaper, National and Internat'l	13	100
b. Local newspaper	12	96
c. Monthly periodical	12	96
d. Current problems	11	88
e. Short articles on Digest	9	69
f. Historical, Scientific, or Cultural Subj	10	70
g. Classics	9	88
h. Novels	9	88



Table II shows the types of in-service teacher training activities being carried on in twenty-six school systems. It also shows to what extent, these activities are being used.

The questionnaires consisted of a list of eleven in-service activities in which teachers might participate. The questionnaires consisted of three organizations in which teachers might hold membership. The questionnaires also listed eight types of general readings that teacher might engage. Frequency of mention of participation of activities, membership, and general reading is given in Table III, of the twenty-six progressive school systems that were invited to participate. While most of the items were of very nearly the same frequency of mention, it is interesting to point out here that the activity of teachers' meetings ranked highest, with 100 per cent participation. Study clinics and demonstration centers ranked lowest, with a frequency of five each, respectively, representing 38 per cent. In membership, all teachers of the school systems reported membership in the Local Teachers Association, representing 100 per cent, while ten reported that they were members of held membership in the National Teachers Association. The frequency of mention in general reading varies from 100 per cent to 70 per cent in daily newspapers.



TABLE III

FREQUENCY OF MENTION OF IN-SERVICE TEACHER TRAINING  
ACTIVITIES IN TWENTY SIX PUBLIC SCHOOLS IN TEXAS

	Frequency
1. Teachers' Meetings	13
2. Co-operative In-Service Training	11
3. Group Excursion in Community	11
4. Planned Visitation and Observation	10
5. Curriculum Committee	9
6. Workshops	9
7. Orientations of New Teachers	9
8. Study Groups	8
9. Teacher Councils	7
10. Demonstration Centers	5
11. Study Clinics	5
Membership in Professional Organizations	
a. Local Teachers Association	13
b. State Teachers Association	12
c. National Education Association	10
General Reading	
a. Daily Newspapers, National and International News	13
b. Local Newspapers	12
c. Current Problems	12
d. Month Periodical Articles	11
e. Novels	10
f. Historical, Scientific, or Cultural Subjects	10
g. Short Articles or Digest	9
h. Classics	9

Table IV shows the types of In-Service Teacher Training Activities being carried on in the twenty-six schools of Bowie County; it also shows to what extent these activities are being used.

The questionnaires consisted of a list of eleven

in-service activities in which teachers might participate. The questionnaires consisted of three organizations in which teachers might hold membership. The questionnaire also listed eight types of possible general reading. Frequency of mention of participation of activities, memberships, and general reading is given to Table IV of

TABLE IV

FREQUENCY OF MENTION OF IN-SERVICE TEACHER TRAINING  
ACTIVITIES IN BOWIE COUNTY

	Frequency
1. Teachers' Meetings	50
2. Workshops	50
3. Group Excursion	30
4. Demonstration Centers	20
5. Orientation of Teachers	4
6. Co-operative In-Service Training	0
7. Study Group	0
8. Curriculum Committee	0
9. Planned Visitation and Observations	0
10. Study Clinics	0
11. Teacher Councils	0
Membership in Professional Organizations	
a. State Teachers Association	50
b. Local Teachers Association	50
c. National Education Association	6
General Reading	
a. Daily Newspapers, National and Internat'l News	50
b. Local Newspaper	50
c. Monthly periodicals	47
d. Current Problems	15
e. Short Articles or Digest	13
f. Historical, Scientific, or Cultural	11
g. Classics	6
h. Novels	6



the twenty-six schools of Bowie County. It can be seen that the interest in the in-service teacher training activities vary to a great extent. Teachers' meetings and workshops were reported 100 per cent participation, while excursions were reported by 30 per cent; demonstration centers, 20 per cent; orientation of new teachers, 20 per cent; and all the rest, none. As to membership in professional organizations, ranges from 50 to 6 are noted in the National Education Association. General reading ranges from 50 in daily newspaper to a low of 6 in classics and novels.

The writer wishes to make a brief comparison of the frequency of mention of participation of teachers of the twenty-six school system of Texas with the frequency of participation of teachers in the twenty-six schools in Bowie County. A glance at Table I shows that all teachers of the twenty-six school-systems that reported, the frequency is 100 per cent attendance in teachers meetings which is the highest and study clinics and demonstration centers are the lowest. While in Bowie County schools the attendance or participation in teachers meetings is 100 per cent, but none reported participation in study clinics. In the twenty-six school systems of the schools of Texas, it is interesting that the frequency of participation in planned visitation and observation is that the teachers reported non participation in



Bowie County.

From comparison above there leaves no doubt in the mind of the writer and should be very convincing to the readers that in-service training in many of the schools of Texas is handled on a democratic basis.

With the increase in teachers' salaries, better buildings, more equipment and more pupils in school, it is generally expected that teachers do a better job of teaching.

In-service training for teachers seems to be the route whereby these expectations can be met.

The survey revealed that the in-service activities most often engaged in by the teachers is the teachers' meetings.

Teachers' meetings as a means of in-service training seem to have undergone considerable rehabilitation as indicated by the observation of educators. Chief among the new characteristics is that the meetings are definitely planned with the needs and interests of the participating teachers in mind. The meetings are planned in response to these needs and interests and are evaluated on the basis of how well they fit these needs and interests. Plans for improvement are based on these evaluations. A wide variety of methods is used in the modern teachers' meeting and has replaced the old traditional one



man lecture type. Some of the modern type methods used in teachers' meetings are; observation teaching, study of a significant educational motion picture, reading and art demonstrations, and using science materials.

The Negro elementary teachers of Bowie County meet once a month, usually Tuesday night of the second week of the month for the regular teachers' meeting. In most cases the attendance is 100 per cent and on time. The writer is including one of the outstanding teachers' meetings of Bowie County, as sample:<sup>6</sup>

"In-Service Training Conference for Principals, Teachers, Special Service Workers and Supervisors," was held at the Central High School, New Boston, Texas on Thursday, March 20, 1952.

The consultants for the evening were Nelle Alexander and L. J. Wilborn from the Texas Education Agency.

The theme of the conference was "Improving Reading in Elementary Schools." Special emphasis was placed upon the following procedures in the primary grades by Nelle Alexander:

1. Individual coaching.
2. Pupils helping one another.
3. The use of the classroom library.
4. The use of word, phrase, and sentence cards.
5. Remedial suggestions for specific difficulties.

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<sup>1</sup>Bowie County Teachers' Association, Proceedings of Regular In-Service Teachers' Meeting, Bulletin No. VIII, March, 1952.



The factor of readiness is now regarded as an important condition for learning, and actually, readiness for reading applies at all levels and in all types of reading. It was also pointed out that in the development of a reading program the readiness of every pupil at each stage of progress must be diagnosed, and if the learner falls short of his needs, he is to be supplied. Thus, in a very real sense the learner is always in need of readiness, hence, at every level the teacher must consider these five readiness procedures:

1. Making sure that the pupil has reading habits and skills as a foundation for the activities required in the reading task.
2. Stimulating interest in what is to follow by relating to other experiences that are appealing to the child.
3. Building a background of concepts or ideas that are related to the reading material.
4. Providing an atmosphere or mental set for the material to be read.
5. Developing a systematic attack by making the learner conscious of what he needs.

Nelle Alexander stressed the importance of the teacher keeping in mind the individual differences of pupils at each stage of development and emphasized the importance of providing instructional material to meet the child on his level and aid him in progressing at the rate of which he is capable.



Since no program of word analysis should be taught in complete isolation from actual reading content, it is never desirable to make a list of skills in phonetic and structural analysis and teach them by rote. Modern reading under normal circumstances does not conform to an isolated program of word techniques at either level. If children are to enjoy comfort and security in their reading, teachers must furnish them with the means to be independent.

Such important aid to word perception as word analysis cannot afford to be neglected. By giving children the necessary help in both structural and phonetic analysis at varying growth levels, much can be done to promote the kind of security that encourages the individual to engage in voluntary reading.

Frank McGill, superintendent of the Nash schools, was one of the consultants of the elementary conference group. He gave many helpful contributions to both the discussion and to the questions that were raised during the meeting. We were fortunate to have as a consultant, Adeline Daniel, primary supervisor of schools of Bowie County, who gave many helpful ideas and suggestions to the elementary teachers. Some of the questions raised in the conference were:

1. How could the reading problems be solved in

a two-teacher school where there are eight grades?

2. Should children carry their basic readers home?
3. What should be the procedure for teaching beginners?

- (a) teach words first?
- (b) teach sentences first?
- (c) teach A, B, C's first?

4. How would you teach beginners to read silently?
5. What are the differences in the old "phonics" systems, and the modern problem in word analysis?
6. What is the danger of no phonetic analysis at all?
7. Should the child who is retarded in his grade placement be promoted because of his age, although his class work does not merit promotion?

In the general assembly of the conference, Frank McCord, superintendent of the New Boston schools, emphasized the need of ability to read in the various subject matter fields. With the content subjects, especially, the teacher must supplement and clarify concepts for the child. Low accomplishment in some specific subject-matter areas is not always caused from poor instruction in basic reading, but can result from lack of insufficient background in the specific subject-matter area involved. To aid teachers to understand the complexities associated with guiding reading in the content fields, it is helpful



to consider the reading skills and habits required and the special problems encountered. In other words, you can be good in reading and poor in a specific subject-matter field.

Since it is the job of the teacher to educate the whole child, the teacher should work co-operatively with other teachers and groups of teachers to solve problems that are necessary for a better understanding of children. The teacher should know something about the physical development of children. What the pattern of growth is for the average child; she should know something about mental maturity of her pupils in order to provide materials suitable for their development. She should know something of the family background in order to judge the emotional stability of the child.

The teachers could acquire a working knowledge of these problems by lectures and a study group on Child Development.

In many cases teachers point to our great heroes, Booker T. Washington, George Washington, Abe Lincoln and others in teaching the dignity of work, truthfulness and honesty. The lives of those men have stood for years; it would be a worthwhile undertaking if the teachers, in their meetings, would encourage using the outstanding people of the community as examples for the pupils.



There are many unsung heroes "right under our noses." It's up to the teachers to discover and promote the characteristics of these outstanding people in the community. Besides being able to include them in our school program, it makes for better public relations.

Some teachers have the idea that all the solutions to these problems should have been learned in pre-service training but there is no possible way of pre-determining future needs of any teaching situation. Once these teachers become aware of the necessity of in-service training and aware of a need for it, the attitude will be compatible with the ideas advanced for in-service training.

In-service activities participated in by teachers, comprising fifty teachers' data received from questionnaires, revealed that all teachers attended teachers' meetings and workshops which is the highest number participated in by teachers of any in-service training. Thirty-eight teachers reported that they attended group excursions in the community, which is the second highest activity participated in by teachers. Four teachers, which represent the lowest number, reported that they participated in orientation of new teachers.

Due to the fact that these meetings are not compulsory, it is believed by the writer that the teachers attend the ones that they feel most beneficial.



The reading interest of teachers is shown in the following statements:

- a. Fifty teachers read daily newspapers of national and international news. Which represents the highest reading interest of the group.
- b. Only six reported that they read classics which is the lowest reading interest of the group.

#### Members in Professional Organizations

Fifty teachers, which represents 100 per cent reported that they were members of the State Teachers Association. This represents the highest membership mentioned in any organization listed on the questionnaire. Six teachers reported that they were members of the National Education Association, which represents the lowest membership of the organizations listed in the questionnaire.

Workshops with a planned program based upon the needs of the school is very vital to the success of the school program. This type of in-service training can be more effective if a survey is made of the teaching staff to determine interests and needs, typical of the areas selected are art, audio visual aids, child behavior, exceptional children, curriculum planning, family life education, conservation, international relations, language arts, science and health education, and social studies.

Teachers of a specific grade may choose to work together. In terms of these choices the teachers' problems are organized and plans for working are involved. Local supervisory staff, visiting consultants, community individuals, and faculties of local colleges may be used whenever they can best help.

A requisite<sup>7</sup> for building a sound educational program is a thorough understanding of the community of which the school is a part. The attitudes and behavior of youth can be interpreted only in terms of their community background. A knowledge of community life is likewise essential to the proper utilization of community resources as curricular material.

For these reasons Group Excursions in the Community have become a very profitable in-service activity. It also provides an understanding of the economic and social conditions of the school community.

#### Professional Organizations--National Education Association

The teacher who seeks to keep up her profession and improve it should be an active member of several professional organizations. The National Education Association or N. E. A. enrolls more than 440,000 teachers of the

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<sup>7</sup>Ibid



the United States, while the N. E. A. is designed primarily to promote teacher growth in service, it does have a legislative program looking to better support of the schools. It publishes the Journal of the National Education Association.

#### State Teachers' Association

Each state has its own state teachers' association. It issues a journal devoted largely to professional articles, news and state problems. The state associations have been more active than the National Association in obtaining favorable legislation and school funds.

#### General Readings

As a part of her professional as well as general cultural growth, the teacher must make definite provisions for a systematic reading program. In preparing young people for the world ahead, the teacher must know the world and what goes on in it. The time has arrived when the well-read teacher informed on problems and affairs in contemporary American life and culture, is the rule. The general reading of the teacher is very necessary and essential to her professional growth.

In planning a well-balanced program of reading the teacher should reserve some time for reading a few of the best current professional books and periodicals. No other single means of in-service training offer greater

opportunities for the teacher to keep abreast of the new developments and trends in the profession than those afforded by a carefully planned program of professional reading.

### College Training

The most convincing evidence that teachers as a group are desirous of improving their instruction is revealed by the fact that thousands of teachers take graduate college work after they begin their college work. Large numbers of teachers attend summer school conducted by colleges and universities. Many teachers also take advantage of the opportunities presented by correspondence and other extension courses to continue their college work in addition to their regular work.

### Professional Reading

Fifty teachers which represent the highest number of teachers that participated in professional reading reported that they read the Grade Teacher. Only two teachers which is the lowest number that participated in professional reading indicated that they read Progressive Education. Professional writing is done by only two of the county teachers that reported. Ten teachers traveled and fifty reported that they attended college.



TABLE V

## DISTRIBUTION OF TEACHERS IN RESPONDING SCHOOLS

Number School	Number Teachers in School	Number Question- naires Submitted	Number Question- naires Returned	Percentage
A	2	2	2	100
B	4	4	2	50
C	2	2	2	100
D	5	5	5	100
E	2	2	2	100
F	4	4	4	100
G	3	3	3	100
H	10	10	6	60
I	8	8	5	62
J	8	8	8	100
K	8	8	7	87
L	7	7	2	28
M	4	4	2	50

TABLE VI

## TOTAL PROFESSIONAL TRAINING OF TEACHERS

Years of Training	Number of Teachers	Percentage
1	0	
2	0	
3	3	6.00
4	43	86.00
5	4	8.00
6 and above	0	

Table VII shows the distribution of teachers according to position held. Of the fifty teachers returning questionnaires and who are teaching in the thirteen Negro Elementary schools of Bowie County, we find that there are twenty-seven elementary teachers and twelve teachers who are teaching seventh and eighth grades. These grades are classified in the table as junior high school grades, yet, under the plan of organization of the schools in Bowie County, (that is the 8-4) the seventh and eighth grades are classified as elementary grades. The questionnaire also reveals that there are eleven



TABLE VII

## NUMBERS OF TEACHERS AND POSITIONS HELD

Elementary Schools	Number of Teachers	Position Held
A <sub>1</sub>	1	Primary
A <sub>2</sub>	1	Intermediate
B <sub>1</sub>	1	Primary
B <sub>2</sub>	1	Primary and Intermediate
B <sub>3</sub>	1	Intermediate
B <sub>4</sub>	1	Principal and Junior High School
C <sub>1</sub>	1	Primary
C <sub>2</sub>	1	Intermediate
D <sub>1</sub>	1	Primary
D <sub>2</sub>	1	Primary
D <sub>3</sub>	1	Intermediate
D <sub>4</sub>	1	Intermediate
D <sub>5</sub>	1	Junior High School
E <sub>1</sub>	1	Primary
E <sub>2</sub>	1	Intermediate
F <sub>1</sub>	1	Primary
F <sub>2</sub>	1	Primary
F <sub>3</sub>	1	Intermediate
F <sub>4</sub>	1	Primary and Junior High School

TABLE VII (Continued)

Elementary Schools	Number of Teachers	Position Held
G <sub>1</sub>	1	Primary
G <sub>2</sub>	1	Primary and Intermediate
G <sub>3</sub>	1	Intermediate
H <sub>1</sub>	1	Primary
H <sub>2</sub>	1	Primary
H <sub>3</sub>	1	Primary
H <sub>4</sub>	1	Primary
H <sub>5</sub>	1	Intermediate
H <sub>6</sub>	1	Intermediate
H <sub>7</sub>	1	Intermediate
H <sub>8</sub>	1	Junior High School
H <sub>9</sub>	1	Junior High School
H <sub>10</sub>	1	Principal
I <sub>1</sub>	1	Primary
I <sub>2</sub>	1	Primary
I <sub>3</sub>	1	Primary
I <sub>4</sub>	1	Intermediate
I <sub>5</sub>	1	Intermediate
I <sub>6</sub>	1	Intermediate
I <sub>7</sub>	1	Junior High School
I <sub>8</sub>	1	Junior High School



TABLE VII (Continued)

Elementary Schools	Number of Teachers	Position Held
J <sub>1</sub>	1	Primary
J <sub>2</sub>	1	Primary
J <sub>3</sub>	1	Primary
J <sub>4</sub>	1	Intermediate
J <sub>5</sub>	1	Intermediate
J <sub>6</sub>	1	Intermediate
J <sub>7</sub>	1	Junior High School
J <sub>8</sub>	1	Junior High School
K <sub>1</sub>	1	Primary
K <sub>2</sub>	1	Primary
K <sub>3</sub>	1	Primary
K <sub>4</sub>	1	Intermediate
K <sub>5</sub>	1	Intermediate
K <sub>6</sub>	1	Intermediate
K <sub>7</sub>	1	Junior High School
K <sub>8</sub>	1	Junior High School
L <sub>1</sub>	1	Primary
L <sub>2</sub>	1	Primary
L <sub>3</sub>	1	Primary
L <sub>4</sub>	1	Intermediate
L <sub>5</sub>	1	Intermediate
L <sub>6</sub>	1	Intermediate

TABLE VII (Continued)

Elementary Schools	Number of Teachers	Position Held
L <sub>7</sub>	1	Principal and Junior High School
M <sub>1</sub>	1	Primary
M <sub>2</sub>	1	Primary
M <sub>3</sub>	1	Intermediate
M <sub>4</sub>	1	Intermediate

teachers who teach the intermediate grades. Information taken from the questionnaire shows the number of primary and intermediate teachers vary as to the size of school from one primary teacher in a one teacher school to four in the larger schools. Similar information is given concerning teachers of intermediate grades. In most cases in the elementary school the principal teaches the seventh and eighth grades. The questionnaire also establishes the fact that in the smaller schools one teacher teaches as many as three grades; the first, the second, and the third grades. Also, the teacher of the intermediate grades teaches as many as three grades; the fourth, fifth, and sixth grades. In some of the schools, it was shown, some teachers are assigned to only one grade.



In proposing in-service training for teachers, the idea was to help only the teachers who were inadequately prepared to teach, or as a means of helping beginning teachers. Many teachers today are inclined to think of in-service training in the same terms. Modern teaching is aimed at the correction of these erroneous ideas and many teachers are gradually being brought to the idea that in-service training is not designed for the benefit of this select number of teachers. Neither is in-service education a luxury, rather it is a necessity, as it is generally agreed among educators that "Regardless of how effective the pre-service training of a teacher may be, there is need for continuing in-service training."

Data obtained from the questionnaire revealed that the professional training of the fifty teachers in the thirteen responding schools have had adequate pre-service training. Only three or 6 per cent of these teachers have less than four years of professional training. Finally, four or 8 per cent have had five years of professional training. The average amount of training for the fifty elementary teachers of Bowie County is a little more than four years.

The writer believes that the extent or even the quality of pre-service training can not determine, by



itself, the kind of job the teacher will do, yet, it is extremely important. The following table gives the number of years of training that each teacher has, also the percentage. It shows very definitely that four years of college training predominate.

### Types of Certificates Held

The information taken from the questionnaire shows that out of the fifty teachers responding in the thirteen elementary schools only four held certificates that were labeled elementary. Forty-four held permanent high school certificates based on four years of college training which comes as a result of the earning of a Bachelor's Degree. The casual observer may have an opinion that from certificates earned that there has been an over emphasis on high school preparation on the part of the elementary teachers of Bowie County, but an examination of a permanent high school certificate shows the holder entitled to teach in any public school of Texas. A further examination of the program of study that must be pursued requires definite courses that help to qualify teachers to teach in elementary schools.

The Texas Education Agency<sup>1</sup> set up requirements that

<sup>1</sup>Texas Education Agency, Handbook for Local Officials, Bulletin 534, September, 1952, Austin, Texas.



TABLE VIII

## TYPES OF CERTIFICATE HELD

Schools	Number of Elementary Teachers	Number of Question- naires Submitted	Number of Question- naires Returned	Types of Certifi- cate Held
A <sub>1</sub>	1	1	1	6 years 1st Class
A <sub>2</sub>	1	1	1	Permanent High School
B	4	4	3	Permanent High School
C	2	2	3	Permanent High School
D	5	5	5	Permanent High School
E	2	2	2	Permanent High School
F <sub>1</sub>	3	3	3	Permanent High School
F <sub>2</sub>	1	1	1	6 years 1st class Elementary
H	10	10	6	Permanent High School
I	8	8	5	Permanent High School
J	8	8	8	Permanent High School
K	8	8	7	Permanent High School

TABLE VII (Continued)

Schools	Number of Elementary Teachers	Number of Question- naires Submitted	Number of Question- naires Returned	Types of Certifi- cate Held
L <sub>1</sub>	1	1	1	Permanent Elementary
L <sub>2</sub>	6	6	1	Permanent High School
M <sub>1</sub>	3	3	1	Permanent High School
M <sub>2</sub>	1	1	1	6 years 1st Class Elementary

teachers who continue to teach in the elementary department of the public schools of Texas, even though the teachers hold permanent high school certificates, must have at least twelve hours of professional elementary education, or show evidence of earning it within a certain limit of time.

Table VIII contained the thirteen schools of Bowie County. Three are two teacher schools; two are four teacher schools; one is a seven teacher school; and one is a ten teacher school. The schools mentioned above teach only elementary grades. This table contains six combination schools, but only those teachers that teach in the elementary grades are listed. This table contains



two thirteen-teacher schools; one twelve-teacher school; one seven-teacher school; one six-teacher school; and one four-teacher school. It can be seen from the table that there remains in Bowie County a number of small schools. The writer feels that a further study and consideration of further consolidation should be considered. It appears that the trend is definitely toward larger schools through consolidation of the smaller schools. The writer has observed that in many areas where consolidation has taken place, there are better buildings, more equipment, more teachers, lighter teacher loads, and richer curricula, which should attract more efficient teachers. Better buildings, equipments, and efficient teachers increase the holding power of the school.

#### Interpretation of Data

In Table V the distribution of teachers shows very definitely a need for consolidation, as in many small schools, the teachers are carrying an excessive teacher load.

Table VI shows that the professional training of teachers indicates growth and development, as their training ranges from a minimum of three years to a maximum of five years with a major portion of the teachers holding a Bachelor's Degree.

It appears that one would be impressed with the

experience of the teachers as data obtained show that the experience ranges from one year to thirty years in the Negro Elementary Schools of Bowie County.

The fact that participation in in-service training is purely on a voluntary basis, it is easy to assert, from the number who participate in the in-service activities, that they are conscious of the need for continuous growth.



## CHAPTER IV

## SUMMARY

This problem, "A Study of the In-Service Training of the Elementary Teachers of Bowie County Negro School," has made very interesting and cultural revelations. It was discovered that the ultimate objective of the In-Service Training is to improve the learning situation; that there is no definite set or rules or criteria by which the in-service training can be evaluated; one must rely on the recent trends or similar instruments for the development of the training program.

Teachers are almost sure to succeed when they seek to have better understanding of the children with whom they work. To understand a child, one must know him physically, mentally, emotionally, and socially.

Since the society in which we live is ever moving, ever changing and continuous the teacher must never cease to improve her methods of teaching in order to meet the needs of the changes taking place. How can the teacher fit a child for the world of tomorrow unless she knows something of the world herself? The in-service training is most effective when it produces growth both in the

teacher and the pupil. Teachers must be ever mindful and conscious of that need to improve, and willing to do creative planning and thinking. The teachers in the thirteen Negro elementary schools on a whole have shown, to some extent, the need for growth by participating in many of the activities essential for growth, but the writer feels that there are far too many who do not participate in the in-service training.

The purpose of the study is to discover methods whereby the in-service training program will include the interest of all the teachers. It is revealed in Chapter III that even though many of the teachers have earned a permanent certificate as the result of earning a degree, they continue to attend summer and extension school. This is sufficient evidence to the writer that many of the teachers feel the need of continuous growth. It is also believed that the teachers are interested in the development of a program which provides for continuous study of pupil growth in terms of specific objectives recognized by the teacher.



Recommendations for Improvement of In-Service Training,  
If Needed

There is no doubt in the mind of the writer that the improvement of the in-service training is needed. Even though the data that have been presented in the foregoing chapters may show many activities which are characteristic of a good in-service training program, there is still much room for expansion and improvement. It is with this idea in mind that the writer makes the following recommendations:

1. That a continuation of workshop conferences be held at least twice a year, with well trained personnel conducting them.
2. That the teachers who participate in the in-service training and who show improvement be rewarded, and those who do not participate be penalized.
3. That colleges and universities co-operate with public schools by sending efficient teachers into communities to serve as consultants to assist the supervisory counselor and administrators in effecting a program of growth.
4. That colleges and universities be even more liberal in offering more scholarships to teachers in service to encourage self improvement.
5. That some of the effective teaching methods of the classroom teachers be published in the professional magazines.
6. That the in-service training be expanded to include more activities.

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## A P P E N D I X



## QUESTIONNAIRE

## Survey for Twenty-Six School Systems of Texas

School System \_\_\_\_\_

Number of Teachers \_\_\_\_\_

Please check type or types of In-Service Training engaged  
in by your elementary school.

- \_\_\_\_\_ 1. Co-operative In-Service Education
- \_\_\_\_\_ 2. Teachers' meetings
- \_\_\_\_\_ 3. Study groups
- \_\_\_\_\_ 4. Teacher Councils
- \_\_\_\_\_ 5. Workshops
- \_\_\_\_\_ 6. Demonstration Centers
- \_\_\_\_\_ 7. Study Clinics
- \_\_\_\_\_ 8. Orientation of new teachers
- \_\_\_\_\_ 9. Group excursions in the community
- \_\_\_\_\_ 10. Curriculum committees
- \_\_\_\_\_ 11. Planned visitation and observation
- \_\_\_\_\_ 12. Membership in professional organization
  - \_\_\_\_\_ a. National Education Association
  - \_\_\_\_\_ b. State Association
  - \_\_\_\_\_ c. Local Teachers' Association
- \_\_\_\_\_ 13. General Reading
  - \_\_\_\_\_ a. Daily newspaper national and international
  - \_\_\_\_\_ b. Local newspaper

- ☐ c. Monthly periodical
  - ☐ d. Short articles or Digest
  - ☐ e. Classics
  - ☐ f. Current problems
  - ☐ g. Novels
  - ☐ h. Historical, scientific or cultural subjects
- ☐ 14. Professional Reading
- ☐ a. Elementary School Journal
  - ☐ b. Progressive Education
  - ☐ c. Childhood Education
  - ☐ d. Normal Instructor and Primary Plans
  - ☐ e. The Grade Teacher
- ☐ 15. Professional Writing
- ☐ 16. Travel
- ☐ 17. College Work

Please indicate by double checks the type of training you think most effective.



## BOWIE COUNTY TEACHERS

## I. Pre-professional training (please write answers on line opposite the question).

- A. Name of college or university attended \_\_\_\_\_
- B. Number of years attended \_\_\_\_\_
- C. Number of years teaching including this year's work \_\_\_\_\_
- D. Number of years in present position including this year \_\_\_\_\_
- E. Number of hours credit acquired in summer school or extension school during present school year \_\_\_\_\_

Please check type or types of In-Service Training engaged in by your elementary school.

- \_\_\_\_\_ 1. Co-operative In-Service Education
- \_\_\_\_\_ 2. Teachers' meetings
- \_\_\_\_\_ 3. Study groups
- \_\_\_\_\_ 4. Teacher Councils
- \_\_\_\_\_ 5. Workshops
- \_\_\_\_\_ 6. Demonstration Centers
- \_\_\_\_\_ 7. Study Clinics
- \_\_\_\_\_ 8. Orientation of new teachers
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  - ☐ e. The Grade Teacher
- ☐ 15. Professional Writing
- ☐ 16. Travel
- ☐ 17. College Work

Please indicate by double checks the type of training you think most effective.

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